

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

School Results

School: Cave Hill School

District: RSU 24

Code: 3169-1572



Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Grade Level Summary Report

School: Cave Hill School
 District: RSU 24
 State: Maine
 Code: 3169-1572

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	9			176			13,323			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	9	9		173	173		13,017	13,022		100	100		98	98		98	98	
With an approved accommodation	3	3		20	20		2,712	2,731		33	33		12	12		21	21	
Current LEP Students	0	0		1	1		367	378		0	0		1	1		3	3	
With an approved accommodation	0	0		0	0		186	200					0	0		51	53	
IEP Students	3	3		22	22		2,068	2,071		33	33		13	13		16	16	
With an approved accommodation	3	3		16	16		1,705	1,703		100	100		73	73		82	82	
Students not tested in NECAP	0	0		3	3		306	301		0	0		2	2		2	2	
State Approved	0	0		3	3		248	236					100	100		81	78	
Alternate Assessment	0	0		3	3		218	211					100	100		88	89	
First Year LEP	0	0		0	0		7	0					0	0		3	0	
Withdrew After October 1	0	0		0	0		0	0					0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0					0	0		0	0	
Special Consideration	0	0		0	0		23	25					0	0		9	11	
Other	0	0		0	0		58	65					0	0		19	22	

NECAP RESULTS

		School											District						State							
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
		N	N	N	N	N	%	N	%	N	%	N	%		N	%	N	%	N		%	N	%	N	%	
READING	9	0	0	9										173	18	51	23	8	446	13,017	17	52	20	11	445	
MATH	9	0	0	9										173	24	43	20	13	445	13,022	20	46	20	15	444	
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Reading Results

School: Cave Hill School
 District: RSU 24
 State: Maine
 Code: 3169-1572

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 456–480)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 440–455)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

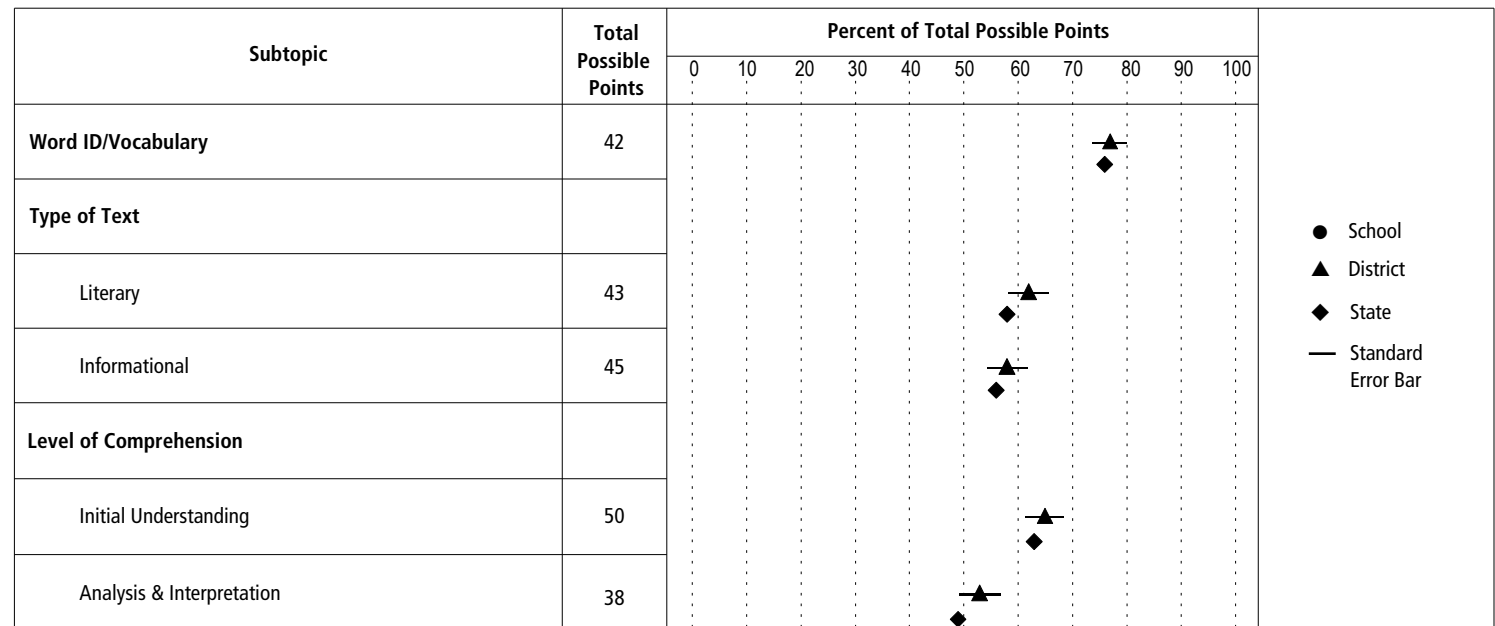
(Scaled Score 431–439)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	11	0	0	11	3	27	5	45	2	18	1	9	449
2011-12	7	0	0	7									
2012-13	9	0	0	9									
Cumulative Total													
District													
2010-11	187	2	2	183	27	15	94	51	44	24	18	10	445
2011-12	183	3	3	177	34	19	99	56	31	18	13	7	446
2012-13	176	3	0	173	31	18	88	51	40	23	14	8	446
Cumulative Total	546	8	5	533	92	17	281	53	115	22	45	8	446
State													
2010-11	13,730	266	89	13,375	2,347	18	6,660	50	2,903	22	1,465	11	445
2011-12	13,407	237	67	13,103	2,417	18	6,853	52	2,509	19	1,324	10	445
2012-13	13,323	248	58	13,017	2,153	17	6,807	52	2,622	20	1,435	11	445
Cumulative Total	40,460	751	214	39,495	6,917	18	20,320	51	8,034	20	4,224	11	445





Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Disaggregated Reading Results

School: Cave Hill School
District: RSU 24
State: Maine
Code: 3169-1572

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	9	0	0	9									173	18	51	23	8	446	13,017	17	52	20	11	445	
Gender																									
Male	5	0	0	5									87	11	54	22	13	443	6,715	13	51	22	14	443	
Female	4	0	0	4									86	24	48	24	3	448	6,302	20	53	18	8	447	
Not Reported	0	0	0	0									0						0						
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0									7						238	11	49	28	12	443	
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									2						105	6	54	25	15	441	
Asian	0	0	0	0									0						197	31	46	17	6	449	
Black or African American	0	0	0	0									1						375	5	38	25	32	436	
Native Hawaiian or Pacific Islander	0	0	0	0									0						17	35	41	24	0	450	
White	9	0	0	9									159	17	52	23	8	445	11,908	17	53	20	10	445	
Two or more races	0	0	0	0									4						177	15	51	21	12	444	
No Race/Ethnicity Reported	0	0	0	0									0						0						
LEP Status																									
Current LEP student	0	0	0	0									1						367	7	31	30	33	435	
Former LEP student - monitoring year 1	0	0	0	0									0						13	54	46	0	0	455	
Former LEP student - monitoring year 2	0	0	0	0									0						17	35	35	18	12	450	
All Other Students	9	0	0	9									172	18	51	23	8	446	12,620	17	53	20	10	445	
IEP																									
Students with an IEP	3	0	0	3									22	0	36	32	32	432	2,068	2	24	32	42	432	
All Other Students	6	0	0	6									151	21	53	22	5	448	10,949	19	58	18	5	447	
SES																									
Economically Disadvantaged Students	8	0	0	8									111	12	52	28	8	444	6,493	9	49	26	16	441	
All Other Students	1	0	0	1									62	29	48	15	8	448	6,524	24	56	15	6	449	
Migrant																									
Migrant Students	0	0	0	0									0						8						
All Other Students	9	0	0	9									173	18	51	23	8	446	13,009	17	52	20	11	445	
Title I																									
Students Receiving Title I Services	1	0	0	1									45	0	44	38	18	438	3,932	8	45	30	16	441	
All Other Students	8	0	0	8									128	24	53	18	5	448	9,085	20	55	16	9	447	
504 Plan																									
Students with a 504 Plan	0	0	0	0									8						285	13	59	19	9	445	
All Other Students	9	0	0	9									165	19	50	24	7	446	12,732	17	52	20	11	445	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Mathematics Results

School: Cave Hill School
 District: RSU 24
 State: Maine
 Code: 3169-1572

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 455–480)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 440–454)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

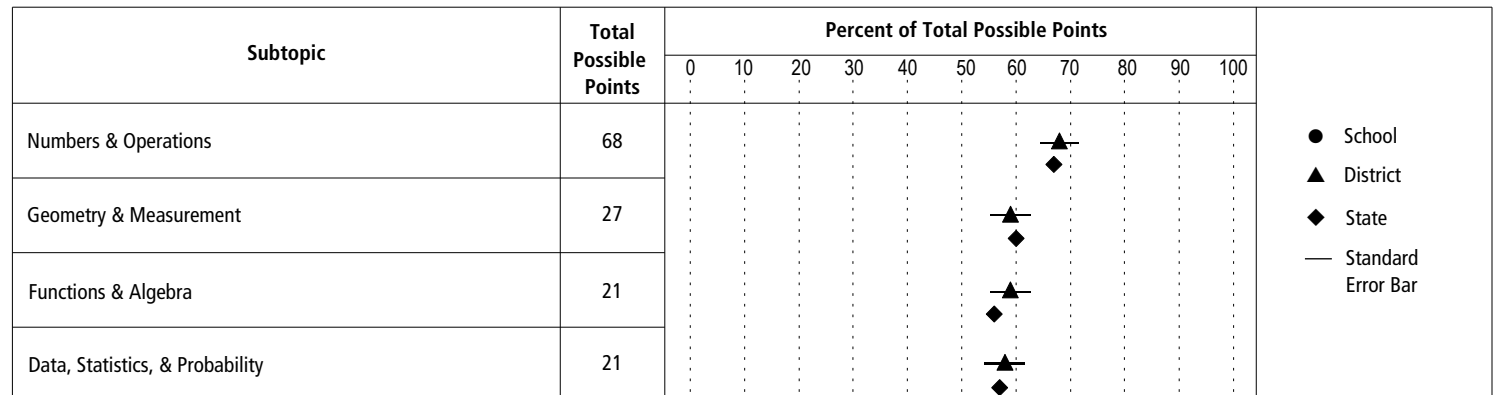
(Scaled Score 431–439)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	11	0	0	11	2	18	5	45	3	27	1	9	444
2011-12	7	0	0	7									
2012-13	9	0	0	9									
Cumulative Total													
District													
2010-11	187	1	3	183	29	16	86	47	46	25	22	12	444
2011-12	183	2	3	178	32	18	94	53	37	21	15	8	445
2012-13	176	3	0	173	41	24	75	43	35	20	22	13	445
Cumulative Total	546	6	6	534	102	19	255	48	118	22	59	11	445
State													
2010-11	13,730	220	94	13,416	2,032	15	6,041	45	3,241	24	2,102	16	443
2011-12	13,407	215	77	13,115	2,497	19	6,105	47	2,644	20	1,869	14	444
2012-13	13,323	236	65	13,022	2,541	20	5,944	46	2,639	20	1,898	15	444
Cumulative Total	40,460	671	236	39,553	7,070	18	18,090	46	8,524	22	5,869	15	444





Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Disaggregated Mathematics Results

School: Cave Hill School
District: RSU 24
State: Maine
Code: 3169-1572

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	9	0	0	9									173	24	43	20	13	445	13,022	20	46	20	15	444	
Gender																									
Male	5	0	0	5									87	23	48	15	14	445	6,722	20	45	20	15	444	
Female	4	0	0	4									86	24	38	26	12	445	6,300	19	46	21	14	444	
Not Reported	0	0	0	0									0						0						
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0									7						239	13	39	28	20	441	
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									2						105	7	46	31	16	440	
Asian	0	0	0	0									0						198	30	43	15	12	448	
Black or African American	0	0	0	0									1						380	4	34	25	36	435	
Native Hawaiian or Pacific Islander	0	0	0	0									0						17	18	53	12	18	445	
White	9	0	0	9									159	23	44	20	13	445	11,907	20	46	20	14	444	
Two or more races	0	0	0	0									4						176	17	44	23	16	443	
No Race/Ethnicity Reported	0	0	0	0									0						0						
LEP Status																									
Current LEP student	0	0	0	0									1						378	6	29	26	38	435	
Former LEP student - monitoring year 1	0	0	0	0									0						13	38	62	0	0	454	
Former LEP student - monitoring year 2	0	0	0	0									0						17	29	41	18	12	448	
All Other Students	9	0	0	9									172	24	44	20	12	445	12,614	20	46	20	14	444	
IEP																									
Students with an IEP	3	0	0	3									22	9	18	27	45	434	2,071	4	23	27	45	432	
All Other Students	6	0	0	6									151	26	47	19	8	447	10,951	22	50	19	9	446	
SES																									
Economically Disadvantaged Students	8	0	0	8									111	16	48	21	15	443	6,497	11	42	25	22	440	
All Other Students	1	0	0	1									62	37	35	19	8	449	6,525	28	49	15	7	448	
Migrant																									
Migrant Students	0	0	0	0									0						8						
All Other Students	9	0	0	9									173	24	43	20	13	445	13,014	20	46	20	15	444	
Title I																									
Students Receiving Title I Services	1	0	0	1									45	7	33	38	22	438	3,936	9	40	30	22	440	
All Other Students	8	0	0	8									128	30	47	14	9	448	9,086	24	48	16	12	446	
504 Plan																									
Students with a 504 Plan	0	0	0	0									8						284	13	51	23	13	443	
All Other Students	9	0	0	9									165	25	42	21	13	445	12,738	20	46	20	15	444	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.